

basic layer of all spheres in our life, needs instant improvement. Louis Mercier, a French dramatist and writer, once said that what we do with pleasure we never forget. From this thought we conclude that teacher can do anything possible to make the process of studying a great pleasure, and if they work on it, results appear definitely.

References

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TEACHING ENGLISH TO VISUALLY IMPAIRED STUDENTS

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Methods of teaching a foreign language to the blind and visually impaired students in schools and universities are not much developed. However, taking into consideration the development of inclusive education, it becomes more and more important to prepare teachers to work with those students. Therefore, it is possible and necessary to study a technology that could facilitate the work of the teacher of a foreign language from the very beginning with the blind student. The technologies which can be used are based solely on the auditory perception of the material and they can be easily "imposed" on any textual material of any level and include several stages.

First, a text is transformed in audio-digital format. The texts, exercises and other materials are recorded repeatedly in sequence with pauses for repetition and parallel translation.

The removal of phonetic difficulties by working on pronunciation can be performed in the format: word - pause - word - pause - translation.

To remove lexical difficulties, work is organized in the following stages. At the first stage all the words that you want to work with are recorded in the format of the word –pause - translation. The task of a student is to repeat the words of the speaker. In the next step as the student listens to a record and during the pause translates words and then listens to a correct answer. The third stage is to say the words in English during the pauses. At the end, to improve speaking skills, the translation of the text into native language is given sentence by sentence with pauses during which the student gives the English equivalent of a sentence. These answers can be recorded and sent to a teacher to check.

Despite its effectiveness, this technique is quite time consuming for teachers and will be available in the case of active use of volunteer forces or raising the sighted students in the framework of research work.

Thus, this technique can be recommended for English teachers working with the visually impaired students as a part of a regular classroom or to develop a separate course to train visually impaired students ESP/ ESL.